

# SHAKE HANDS THE JOURNEY OF ROMÉO DALLAIRE WITH THE DEVIL

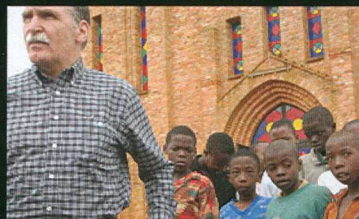
*"A fascinating portrait of a man broken both by the horror of Rwanda and his inability to stop the genocide. The emotional tone is pure ghost story."*

Cameron Bailey, NOW Magazine

*"Chilling, heartbreaking and essential viewing."*

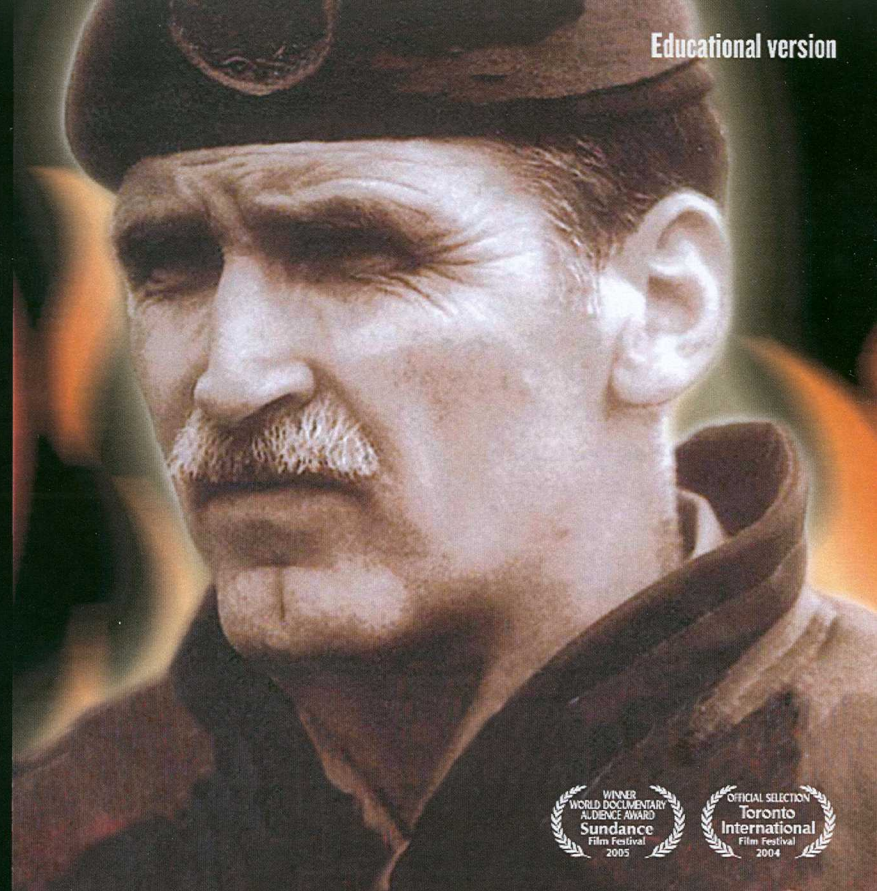
Joel McConvey, EYE Magazine

Follow the searing, emotional journey of Canadian Lt-General Roméo Dallaire, who commanded the UN peacekeeping troops in Rwanda in 1994. It was during this mission that 800,000 Tutsis and moderate Hutus were slaughtered during the Rwanda genocide.



This experience led to Dallaire's own life tragedies as he dealt with the psychological fallout of witnessing a genocide he was powerless to stop. Filmed during General Dallaire's first return to Rwanda, in April 2004, *Shake Hands with the Devil* is based in part on his bestselling book of the same name.

SHAKE HANDS WITH THE DEVIL  
THE JOURNEY OF ROMÉO DALLAIRE



# SHAKE HANDS THE JOURNEY OF ROMÉO DALLAIRE WITH THE DEVIL

A user guide for educators is printed on the back of this videojacket.

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56 minutes

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## Guidelines for Teachers

- 1) Remind students that they may want to look away during difficult scenes or leave the classroom if necessary.
- 2) Ask everyone to have a pencil and paper to write down their feelings, ideas and reactions. Note-taking acts as a safety device to distance the viewer from difficult scenes. Also, the notes can be good discussion starters.
- 3) Immediately after the film, you may want to pause before turning on the lights, giving students a moment to compose themselves.
- 4) Keep in mind that some students may giggle or joke out of nervousness. This reaction does not necessarily mean disrespect, but is often an immature response to serious material. Without offending individuals, teachers should explain that laughter is an inappropriate response to violence and personal tragedy.

### Pre-Viewing Questions for Students

- 1) Before viewing the film, students can jot down thoughts about Africa in general and the Rwandan genocide. Share ideas as a class. As a group, do you think your knowledge about Africa equals your knowledge about other regions of the world? What might account for any discrepancy?
- 2) What does *genocide* mean? What other 20th century events can be compared to the mass slaughter in Rwanda? The word is from the Greek *geno*, meaning race, and the Latin *caedes*, for cut or kill.
- 3) Why do you think that individuals participate in mass violence? (This topic will be discussed in full after the film, so get some general impressions at this point.)

### Post-Viewing Questions

- 1) Has this film reinforced or challenged your beliefs about Africa? About the Rwanda genocide?
- 2) In any discussion of genocide, the issue of responsibility is key. What roles did institutions play? General Dallaire believes that international organizations must share in the blame for the killings. What do you think?
- 3) Discuss racism—between Tutsi and Hutu and also between the Europeans and Africans. How central a role was racism in the genocide—both in the killings and in the refusal of world powers to pay sufficient attention to the murder of almost one million Africans?

4) General Dallaire's wife calls him her "Canadian hero," but he views his mission as a failure. His task, he says, was to communicate to the Western powers the need to intervene, to shame the West into action. In the bleak moral landscape of the Rwandan genocide, can we think in terms of heroism?

5) Why do you think the Rwandan genocide continues to haunt General Dallaire? How does the violence of war affect those who survive?

### Research Topics

#### Genocide

The slaughter in Rwanda is one of several 20th century events that have been labelled a genocide. Do some research about a) the Armenian genocide, b) the Holocaust or c) the killing fields of Cambodia. What lessons can you draw?

#### History

Give an account of the Rwandan genocide, and include the topics of colonialism, Tutsi-Hutu ethnic divisions, the use of propaganda, the role of the Church and the role of the West.

#### Youth

The film shows pictures of Hutu young men dressed in colourful clothing, dancing and chanting together. How were young men used in this war? What role did clothes and music seem to play? Are youth particularly susceptible to group thinking? The *Interhamwh* were the radical youth wing of the Hutu-dominated party (MRND) and instigated much of the killing.

### Some Background

**Hutu:** The Hutu people make up around 90% of the population of Rwanda.

**Tutsi:** The Tutsi people are a minority ethnic group who achieved dominance in the economy and in the military.

**Twa:** The Twa are hunter-gatherers who often played the role of entertainers—dancers and singers. They did not play a significant role in the genocide.

The land now called Rwanda was first colonized by the Germans and then the Belgians. The French, through the Catholic Church and its missionaries, also influenced the country. After much struggle and bloodshed, independence was won from Belgium in 1962. The divisions between the Hutus and Tutsis had been exploited by the colonial powers and left much suspicion and prejudice between these two groups.

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